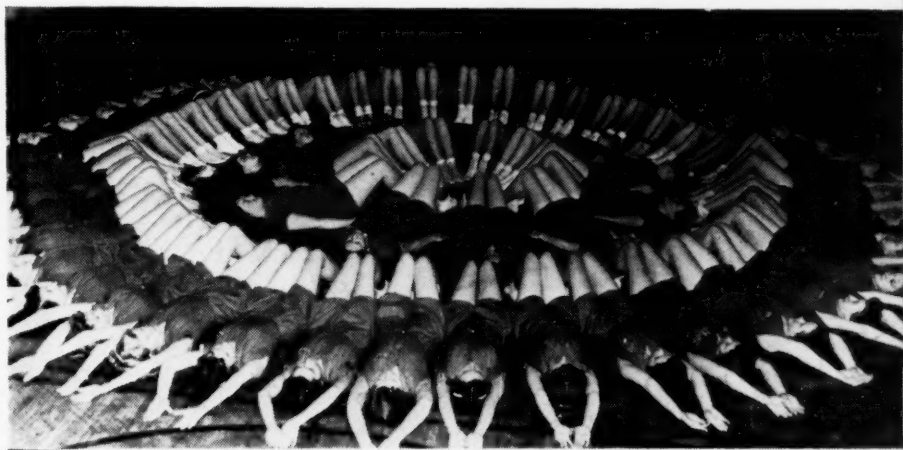


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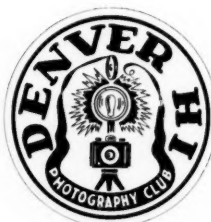
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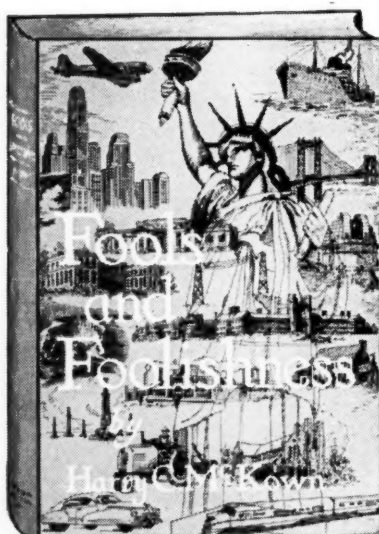


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School Activities

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As the Editor Sees It



Many smaller high schools are now being combined as school districts are re-organized, and this development brings a very serious extracurricular problem. That of scheduling activities so all students have easy opportunity to participate. School busses usually leave immediately after school is out, so after-school activities are limited or eliminated; and before-school and noon-period scheduling are impossible or inadvisable. Apparently, the only possible solution is a scheduled activity period during regular school hours. How do you meet this situation in your school? A few good articles describing successful practice should be of great help to those administrators who are looking for a solution to this important and pressing problem. So, it's up to you, if...

By all means get a copy of "Handbook for Student Councils," published by the National Association of Student Councils, 1201 16th St. N. W., Washington 6, D. C. Among other things this valuable booklet reflects ideas on organization, activities, financing, etc., which were discussed at the national meeting last June.

Incidentally, as we have suggested before, your council should belong to this national organization. The values received are well worth the small fee charged.

Further, Mr. Gerald M. Van Pool, Director of Student Activities of the National Association, informs us that there are thirty state associations of student councils. If your state is one of the eighteen in which there is no such association, why don't you promote the organization of one? The above Association will help you.

Night high school football is on the pan. The panners say that it represents only an increased commercialization of a good sport. Night games, say they, when adults can attend mean larger crowds and a larger "gate," and a decreased emphasis upon the educational values of interscholastic athletics. What do you think? Let's have your ideas, pro or con.

Judging by newspaper and other reflections, the Youth Center movement in some parts of the country appears to be in the doldrums. In order to provide their young people with wholesome social and recreational settings and activities, many communities have gone to considerable expense, only to find that, after the novelty has worn off, these settings no longer attract as it was expected they would.

Perhaps in some instances the fault lies in local management—policies, regulations, programs, leadership, etc.; perhaps in others, to youth's well-known restlessness. Undoubtedly, some failures have been due to the fact that the show was staged by adults for the young folks. Sharing this responsibility with youth, or delegating most or all of it with the merest of necessary supervision, would probably help.

In any case, where a lack of participation indicates that something is wrong, a very serious and intelligent investigation is in order, together with a policy for improvement. Such a policy may not appeal to adults, but this is beside the point; it must appeal to young people if they are to participate.

Two common criticisms of high school journalism conferences are (1) too many unsuitable adult speakers—unsuitable topic, personality, and presentation, or all three; and (2) too few exhibits of school newspapers, magazines, and handbooks. Perhaps these criticisms are well founded. For example, sometimes, at least, exhibits at these conferences include only (or largely) yearbooks, usually brought by cover, engraving, and printing companies. Further, often the day's schedule is so crowded that little time is left for examining exhibits. Apparently, some improvement here is desirable—and possible.

Remember we are always looking for articles, long and short, that reflect what you are doing. Too, that although this may be "old stuff" to you, it may be "new stuff" to someone else. Savvy?

Versus the High School Fraternity

I DO not know Dr. William O. Hulsey, his background, his profession nor his educational philosophy. I do, however, take serious exception to his conception of what is and what is not a proper high school organization and to his contention that the high school secret fraternity deserves a place in the modern high school. Before writing his defense of the high school fraternity and before accepting a position on a national board to advise high school fraternities, Dr. Hulsey should have familiarized himself with the legal decisions that have been handed down by courts all over the land concerning the establishment of and membership in these organizations. Had Dr. Hulsey taken this trouble, he would have seen that in a majority of the states, the organization of and membership in a high school fraternity is expressly forbidden. A review of these cases may be seen in an article by Madaline Kinter Remmlein, Assistant Director of Research, National Education Association, Washington, D. C. This article appeared in the February, 1947 issue of the *Bulletin* of the National Association of Secondary-School Principals. I commend this article to Dr. Hulsey and to all others who are interested in the subject.

I should like to question some of Dr. Hulsey's statements as made in a recent issue of *School Activities* and to deny, categorically and point by point, some of his assertions. His first statement is based on a false premise when he says that the word "fraternity" is a cold and cruel word in the average layman's opinion. It isn't a cold and cruel word to me and I doubt that it is a cold and cruel word to my friends and associates. I also doubt very seriously that "fraternity" is a cold and cruel word even to Dr. Hulsey's own friends and associates. It is my belief that the word "fraternity" connotes warmth of feeling, friendliness, and generally pleasant associations. But cold? Cruel? Not at all! Dr. Hulsey has confused the word "fraternity" with a fraternity. This is something quite different. Belonging to or not belonging to a high school fraternity, for example, might very well be cold and cruel and on occasion it probably is.

Dr. Hulsey next states that possibly

GERALD M. VAN POOL

*Director of Student Activities,
National Association of Secondary-School
Principals,
Washington, D. C.*

laymen (schoolmen, too, for that matter) do not approve of the high school fraternity because of what it does or does not do. He is so right! That is exactly the reason why all of us approve or object to any organization or activity, the high school fraternity included. I approve the Hi-Y because it teaches Christian character, but I object to the Ku Klux Klan because it is bigoted, vicious, and stupid. I approve 4-H clubs because they teach young people to live healthy, useful lives but I object to Communists because they would destroy what is known as the American Way of Life. It is quite obvious that many thinking schoolmen and laymen object to the high school fraternity because of what it does and what it stands for.

Dr. Hulsey then states that one of the reasons for establishing a high school fraternity is to provide a social background for the boy to give training in parliamentary procedure, business relationships, correspondence, and to teach the boy *for the first time* (the italics are mine) to work with his fellow man in a common project. It is probably true that a boy may learn all of these fine things in a fraternity, but are they real reasons for the existence of the fraternity? Are they the true reasons why boys join? Does a boy have to join a fraternity to learn to conduct a meeting? Or to take minutes? Or to write letters? It may be that a boy can acquire these skills in the fraternity but it is also true that in the modern high school he has ample opportunity to learn them in classes and in organizations already established and approved. It is not necessary to set up a special, exclusive, secret fraternity to teach them.

I question especially Dr. Hulsey's statement that the boy learns in a fraternity, *for the first time*, to work with his fellow man in a common project. We have certainly failed as educators, parents, church workers and youth leaders if the average boy, by the time he has reached the age of

14 has not had hundreds of opportunities to work with his fellow man on hundreds of common projects, little and big. I submit that the boy of 14 has taken part in literally hundreds of school projects; that he has worked together with his fellow man in 4-H clubs, Boy Scouts, Y. M. C. A. activities, church and Sunday School activities, playground and neighborhood group projects, and in other activities too numerous to mention. I do not believe that the high school fraternity presents a boy with his *first* opportunity to work with his fellow man on a common project. The high school fraternity most assuredly does not provide high school youth with their first experience in getting along with a group.

To continue. Dr. Hulsey states that *every* chapter and *each* member of a national fraternity works under the guidance of national officers of mature age and successfully established in their own private enterprises. This could be true. However, there is a very real danger here, a danger that is constantly present and before schoolmen everywhere. It is the danger of outside sponsorship of a school activity. No matter how altruistic outsiders may appear to be, it is a fact that most schoolmen prefer—even insist upon—school supervision of the school activities of their students. This is as it should be. Most schoolmen will, I believe, admit that one of their chief problems is to keep out of the school the multitudinous organizations and societies and associations that want to control the minds of high school youth. The high school fraternity, especially the *national* fraternity, is thus dangerous and undesirable if for no other reason than that it is under the control of outsiders.

Dr. Hulsey states in another paragraph that *all* national high school fraternities require their chapters to adopt needy families on Thanksgiving, Christmas, and on other special days. It seems to me, that in order for Dr. Hulsey truthfully to make and support such a statement, he would have to have made a scientific study of the situation. He would need to have sent out questionnaires and receive a 100% response, generally impossible. He would have to have studied the material he received scientifically and objectively in or-

der to make and support a statement concerning every chapter of every fraternity. Was this study made? Was this information actually collected? Was there a 100% response? Possibly so, but I doubt it. I would be happily surprised to learn that the study was made, that there was a 100% return of the questionnaires, and that the results indicated 100% participation in the plan to adopt a needy family. I feel the same way toward Dr. Hulsey's statements about granting of awards. I wonder if all chapters of all fraternities really do grant awards, or whether this statement, rather than being a simple statement of fact, was not simply wishful thinking.

I take exception to Dr. Hulsey's statement that all of the trouble with high school fraternities lies with the locals. He implies that there is nothing wrong with the nationals when he says, "We emphatically declare that it is the undirected local organizations...that present the sore spot." I do not wish to be vindictive, but how does Dr. Hulsey know this? Did he make a survey of the conditions surrounding the organization and conduct of all high school fraternities? Did the results of this survey show that the nationals are lily white and that the locals are coal black? Where—again I ask—where is the evidence?

I was especially intrigued with the "Code of Ethics" as presented by Dr. Hulsey. This section of the article is especially illuminating to anyone making an impartial analysis of the high school fraternity situation. The code says, in part "b": "There shall be in connection with pledging and initiation no physical hazing of any type or form. All foolish public initiations and demonstrations shall be abolished." How can one abolish something that does not exist? If there is to be no foolishness, etc., then why is it necessary to state that it shall be abolished? Obviously, hazing and other foolish, dangerous practices are inherent in the high school fraternity system and present a formidable objection to such an organization.

In part "d", the Code states, "There shall be no drinking, gambling...at any fraternity meeting..." This was most revealing! The very fact that it has seem-

ed necessary and expedient to *expressly* forbid this type of conduct would indicate that this anti-social activity does exist among high school fraternities. In all my years of working with young people, I have never seen the constitution of a student council, Hi-Y club, church group, school club, or other student activity that mentioned drinking and gambling. The very words of the Code of Ethics condemn the high school fraternity better than do my poor words.

Finally, Dr. Hulsey gets to the main problem when he states, "...not just everybody can be a member." How true! He attempts to explain that it is not exclusiveness nor snobbishness that prevents the association of a certain person with a certain group. He says that the high school fraternity is not being exclusive in denying the right of membership to any student as that student simply would not want to join because his interests are not the same as those of the members! I want to differ.

I believe, by and large, that the interests of high school students are quite similar to those of other high school students. True, some students want to act on the stage while others prefer to run around a sports field; some want to sing and still others want to play the tuba. However, most high school students like very much the same things as others in the school and their interests are not so divergent that it is necessary to set up a special organization like the secret fraternity to provide for their varying interests. Most modern high schools make adequate provision for students to participate in the numerous activities of their choice. Dr. Hulsey never, in the entire article, quite gets to the nub of the whole fraternity question. Instead, he becomes misty-eyed at the end of his article and quotes a poem on friendship. He confuses friendship with a fraternity. Obviously, the two are hardly synonymous. The whole problem of the high school fraternity needs more study than the casual glance directed its way by Dr. Hulsey. The situation will not be resolved by the printing of unsupported statements and opinions as gospel truth; it will not be helped by asserting that the high school fraternity can do for the high school boy

what nothing else can.

Lawrence Vredvoe* has made a serious study of the fraternity problem and I quote him freely in my succeeding statements. He states that "the fraternity provides an opportunity for the individual to identify himself with a small group which receives recognition through the following means:

1. Restricted membership (Prestige).
2. Closed meetings (Secrecy)
3. Pins, Sweaters, insignia (Identification with a group)
4. Social affairs (Social recognition)
5. Support to individual members for school offices (Allegiance)
6. Initiations (Adventure, etc.)"

Mr. Vredvoe further states that "none of these objectives is objectionable in itself and that it is sometimes difficult to show how they are detrimental to either the individual or to the school. The point to remember is that there is *not one of these characteristics or objectives that could not be transferred to a school club or a group*. There is a sharp difference between a school organization and the high school fraternity. It is the distinct difference which must constantly be kept in mind not only by school people, but by parents and students. The primary difference between the school group and the fraternity is the principle of exclusiveness and the undemocratic principle of selection."

"No public school in a democracy has a right to tolerate any group which places membership on any other basis than qualification, merit, and achievement. No public school has a right to sponsor or permit the existence of any organization whose membership is not open to all who can qualify. It is not to be implied that every organization should be open to any individual who desires to join whenever he has the urge and to resign whenever he wishes. A club or any group within the school should establish its own standards within reason, regardless of how high those standards may be. But when a person has met those standards and can prove his qualifications he should not need

* "Dealing with High School Fraternities and Sororities," Lawrence E. Vredvoe *Bulletin* of the National Association of Secondary-School Principals, March 1948.

(Continued on page 112)

How a School and Town Paper Grew Up

WHEN a school and community work together the results can be amazing. Co-operation turned a small school paper into a potent school and town magazine in the town of Hubbardston, Massachusetts.

The school built as a WPA project in 1939 and designed to be a model for other rural schools, has five teachers for the eight elementary grades. This is the only school in town; as the graduates go to high schools in nearby cities.

The town has a population of one thousand. The residents are middle-class, hard-working people of Yankee and Finnish stock. The main occupation is farming, and there is no industry in the town, so most of the inhabitants work in the surrounding cities.

The people are sociable and sports-minded, with a fine neighborly spirit. For instance, the Legion Post came to the aid of an unfortunate brother member. He had put all his savings into a home and furniture, only to have them completely destroyed by fire. The home is now being rebuilt by the local Legionnaires—by their voluntary labor and funds collected by them and the Ladies Auxiliary.

Back in September 1947, a new teacher-principal entered this scene. He realized how interested the town was in the school and started looking around for some means of publicizing school news. As there was no local newspaper, he thought it would be a good idea to have little items about the school in the two outside papers that were read in town. At a class meeting, the idea was presented and approved. A boy and a girl were selected to be school reporters.

As a result of the interest stirred up by this project, one of the class suggested, several meetings later, that a school paper be started. The suggestion met with approval and a discussion of qualifications for each position on the staff was started.

A week was allowed to decide on qualified candidates. When the election was held, the following positions were filled: editor, assistant editor, editorial staff, sports reporter, business manager, and class reporters. From the moment the staff was elected, the adviser started play-

GEORGE McCLATCHY
Orleans Elementary School
Orleans, Mass.

ing his role of a guide—not a director.

The next important step was to decide on the aims and policy of the paper. To make up for the lack of a local news organ, the staff decided to use the school publication as a town and school paper. Four purposes were agreed upon: (1) to tell the parents what was going on in the school; (2) to do as many services for the town as possible; (3) to help the churches and clubs in the town publicizing their activities; and (4) to build up civic pride. The paper was to contain school and town news, stories of social affairs, editorials, official announcements, and advertisements.

As a means of publicizing the new venture, a dummy, or advertising issue, was made up to be used to build up sales interest. A flashy cover was provided to attract attention, all the members of the staff were given (a job was found for all of the 23-seventh and eighth graders), the purpose of the paper was explained, and there was a good editorial and two amusing stories by students.

The next matter was financing. As a new duplicating machine was needed, it was decided to solicit for donors, as well as to sell subscriptions. Subscription blanks and donor receipts were made up on the old duplicating machine. Each member of the Club was given a book of subscriptions and donor slips. To encourage efforts prizes were offered for the most sales.

The advertising policy and price of ads was decided upon after the subscription drive. The class treasurer, business manager, and his assistant were appointed to the advertising committee. It was agreed that every effort should be made "to give the advertisers their money's worth." Ad rates were set as follows: a full page \$4.00, half page \$2.50, quarter page \$1.50, and an eighth \$1.00. To avoid bothering the advertisers every month and to be sure of a fixed income, reduced rates were offered to those who signed a contract for all of the seven issues. Further, the price

of one ad was allowed for payment for all the issues in advance.

The committee system proved to be a good source for discussion and new ideas. One of these was to have a regular article about books written by the town librarian. As the paper grew, the class started calling it a "magazine." New features were constantly being added. A Radio Page was inaugurated, giving news of educational broadcasts. A Parents' Page, which presented such articles as "What Visitors Think of Our School" and "Messages from the Superintendent and Principal", was another popular feature.

The paper caused the people to show more interest in the school and built up an immense amount of goodwill. After the first few months, the school department became so pleased with the results that they donated the necessary supplies from then on, so that all the income could be used for school projects.

Many public relations services were offered by the paper. It included a school calendar, a complete list of all the students enrolled, the coming attractions of the favorite theatres, and a social calendar of all school, church, or club events. Another novel idea was the "Man and Woman of the Month" with a brief sketch about each.

The paper pleased the parents by printing samples of their children's work. There were "thank you" notes for all those who had helped the school in any way during the previous month, and articles welcoming the parents and townspeople to become sponsors of and to take part in school activities. The paper also published advance programs for school assemblies, a program of town events commemorating holidays, a regular monthly article by the town librarian, and a radio page which endeavored to gain the parents' backing in helping the school use the radio as an educational aid. Other attempts to strengthen community relations were articles about the activities of local churches and clubs. Poems, inspirational verses, and worthwhile articles from outside sources were also published.

The paper became more and more a community project—not because that was planned but because it "just worked out" that way. When typing became a problem, a student suggested that her sister, who

was an experienced stenographer, might help. When she asked her for help, the sister willingly cooperated by giving two evenings a month. It was not long before four expert typists were volunteering.

Attractive advertising copy was another problem. Although there were some good artists and penmen in the class, none were good printers. One of the students suggested possible help from one of his friends in high school. The high school art student proved cooperative. He not only came in two evenings a month but also brought some of his friends to help.

The covers of the magazine were attractive and professional-looking, thanks to the work of a retired architect. He made the original sketches, and the students traced them and transposed them onto the master sheet. The architect became so interested in the project that he designed the covers months ahead. The pupils' response to his work was so encouraging that he came to speak to the class on "How to Draw" and also gave a lesson to the Art Club and showed them an exhibit of his sketches.

One proof of the steadily increasing community interest in the paper was that adult club leaders started to bring in news and articles to the school. This popularity had its effect on advertisers. Even though the paper had sufficient contract advertisers, others would come in asking for space.

Teachers will want some concrete examples of a social change in the student body. The following instances are offered. At the beginning of the school year, there were very few clubs, but gradually several were organized. All of them, as it happened, of the accepted type which caters to boys. The girls were quite put out. The adviser noting the rumblings, suggested that they write an editorial stating their case. They did, and a very good one too, called "How About the Girls?" As a result of this, they soon had two advisers and a good membership for a *Girls' Teen Age Club*.

The girls felt that they could have more fun if they had a club room that they could call their own. Again they made use of the power of the press. After two editorials, they not only had their room, but a club house. One of the town resi-

dents turned over her summer cottage to the cause.

Another case to prove the effectiveness of the paper's editorials was the *Father-and-Son Basket Ball Game*. Such an event had never before been held in the town. The school team had finished a very successful season and was in a mood to "take on all comers." Someone suggested that it would be fun to play against the boys' fathers. The class talked it over and approved. The best writer in the class wrote a story for the paper. This student really got into the spirit of the thing. He wrote the challenge in such a way that the "oldsters" could hardly fail to accept. Everyone in town started talking about the event. A big crowd turned out for the affair and everyone had a good time. Incidentally, the Dads won.

There were many immeasurable results. There had never been so many school clubs, and all of them reported that they had a good year. The results may have been direct or indirect, or both. The atmosphere of goodwill and cooperation generated by the school-town paper had a great deal to do with this success.

Lest it might appear that only the good side of the picture is being shown, it must be stated that some ventures did not turn out well. A Swap Column had to be given up for want of items, and then there was a contest that brought forth but two participants.

Finally the beneficial effect of the paper on the students was evidenced by the fact that the quality of their compositions was increased because they knew that the best compositions would be printed in the paper. Writing editorials, news, and articles helped to bring out the importance of expressing ideas clearly. The committee meetings of the editors helped them to discuss and solve their own problems. Electing and appointing members to the staff and for special assignments helped them to understand one another. The adviser's insistence on perfection in the format of the paper taught the students the importance of accuracy. Many gained new self-confidence from having their work published and favorably commented upon. Participants gained a new interest in writing, publications, advertising, and community service. Those who were heads of departments learned valuable lessons in leadership and initiative.

A Christmas Activity of a German Club

MILDRED R. ZINN

Teacher of German, Senior High School, Bloomfield, New Jersey

As a department project the German Club of the Bloomfield Senior High School sponsored a "Christmas Bazaar." The purpose was to show how through such a project a closer correlation can be secured among not only the students and teachers, but also among the parents of the students and the community in general. Not only did this prove to be an excellent manner in which to arouse the interest and enthusiasm of the students, but also to help to promote one of the outstanding phases of foreign language study, namely a spirit of brotherhood among nations. In the light of the present conditions in Germany, the club aimed to send the money realized from the bazaar to the children in the American Zone of Germany to help further their education. There is a desperate need for school supplies in Europe, as had been learned through the Red Cross Journal.

This project required each pupil to participate by contributing one article, (or more if he wished) to make the bazaar a success. Many committees were formed, composed of many students. Even friends of the club members became so much interested that many hand-made articles were supplied by them. Much to the surprise of the students, a German Bakery sent the Club a beautifully decorated cake, congratulating the students on the success of the bazaar.

To bring about a real German atmosphere the club provided a German Band composed of boys from the music department. The concert lasted throughout the noon. Students also collected articles for a "White Elephant" table.

From this bazaar a sum of one hundred and fifteen dollars was realized. A check for seventy-five dollars was sent to Europe, ten dollars was given to the Welfare League of Bloomfield and five dollars to the Polish Relief Drive.

The students are anxiously waiting for next Christmas to hold their second German Bazaar. It will be bigger and better.

Construction of an Activity Award System

In the fall of 1946, the Mahomet High School Student Council discussed the need for improving the activity award system then in use. The old system represented a few remnants sewed onto an already patched quilt. In many ways it was unfair because it awarded some kinds of service, and others it completely ignored. The kinds of awards were not always in proportion to the quantity or quality of service.

The council began work on this project by determining what should be the purpose of an activity program and a system of awards. Following much discussion and deliberation the following principles seemed important and were adopted:

(1) The activity award system should be impartial, which does not mean recognizing some services and ignoring others.

(2) It should recognize quality of service as well as quantity of service.

(3) It should exclude the athletic award system and the scholarship awards.

(4) It should be flexible enough to allow for future changes and for minimum performance of service.

After carefully studying the various types of activities in the school, the council evaluated them and assigned each a place in one of four groups. These groups were then given point values: 20-15-10-5.

The following indicates the grouping proposed and adopted by the council:

Group A—President of Student Council, Presidents of Organizations, Presidents of Classes, Athletic Captains, Yearbook Editor, Newspaper Editor, Head Librarian, Magazine Salesmen (\$100 in sales).

Group B—Newspaper Staff, Assistant Editor and Business Manager of Yearbook, Vice Presidents of Classes, Secretary of Classes, Treasurer of Classes, Librarians, Manager of Magazine Campaign, Magazine salesmen (\$75 in sales), D. A. R. winner.

Group C—Yearbook Staff, Student Council Member, Committee Chairman, Chorus Member, Band Member, Band President, Class Captain of Magazine Campaign, Major parts in Class Plays,

KARL L. MASSANARI

*Principal, Community High School
Mahomet, Illinois*

Magazine Salesmen (\$50 in sales).

Group D—Committee Member, Member of Organizations, Music Festival Participant, Minor Part in Class Plays, Assembly Program Participant, Perfect Attendance (no tardiness), Magazine Salesmen (\$25 in sales), Voluntary Service to Teachers not otherwise provided for, Intramurals (2 points for participation plus 2 points for each person on winning team or plus 2 points in case of individual winner), Individual performance of merit to be determined by teacher in charge of activity, including such things as:

1. outstanding work in some skill.
2. outstanding work on judging teams
3. interscholastic contest participation
4. establishing new individual records
5. etc.

A student's activity points accumulate throughout high school. The awards adopted by the Council are Old English chenille M's and are earned as follows: 4 inch M—150 points, 6 inch M—300 points, 8 inch M—500 points.

Several features of the system are worthy of mention. Students who do worthwhile service at the direction of teachers on a voluntary basis may receive activity points for the service at the discretion of the teacher. The evaluation of the activities of the high school has been significant. Students who are elected to office do not necessarily get maximum number points. The maximum is dependent upon the quality of performance judged by the sponsor.

The system is entirely experimental and is not perfect. The significant fact is that students can and will democratically attack school problems of major importance and reach respectable solutions. It has not been the *product* as much as the *process* which has been of value to them.

Arguments Against a Federal World Government

RESOLVED: That The United Nations Now Be Revised Into A Federal World Government.

ALL forms of world co-operation are just now undergoing their crucial test during the Berlin Crisis. The United Nations has reached a point where its fate may be in the balance just as the prestige of the League of Nations was at stake in 1931 with the Japanese aggression in Manchuria. We are face to face with the issue of determining whether a world organization to promote world peace can long endure.

In spite of the known failure of the League of Nations and the apparent failure of the United Nations, the members of the affirmative team are forced to defend a proposal that we try this international plan again, this time in the form of a Federal World Government. They do not seem to be perturbed because of the earlier failures. In this debate they are simply living up to the wording of the topic and are proposing and defending the idea that the world is ready to form a federal world government now.

In every debate there are certain advantages that rest with the members of the negative team. In the first place, they do not enter the contest with everyone knowing just how they stand on the proposition. While the affirmative must defend a federal world government, the negative debaters may have a number of ways of presenting their case. They may argue that the world is not now ready for such an organization, or that conditions are not as bad as the affirmative would have us believe or they may simply say that the affirmative proposal is not a good plan.

The numerous types of approach that are open to the negative in this debate may be summarized under two main methods. The pure negative case and the counter-proposal. In the pure negative case they simply argue that the plan as presented by the affirmative should not be adopted. They do not attack the arguments indicating a need for a change to some form of world organization that have

HAROLD E. GIBSON
Coach of Debate
MacMurray College
Jacksonville, Illinois

been presented by their affirmative opponents. They do nothing more than show that the affirmative proposal is not a good one. When this method is used all of the arguments of the negative are of a destructive nature.

The question may well come up as to whether or not such an attack is a good one in this particular debate. It appears as if it would be as good a method of attack as can be made. Since there are so many reasons why people do not favor the immediate formation of a Federal World Government, it does not seem to be unwise to use the pure negative method.

When the method of the counter-attack is used, the negative team admits at least some of the affirmative argument that there is a need for a change from conditions as they exist today and then they go ahead to propose the negative remedy to such conditions. This negative remedy is the counter-proposal.

When the negative debaters present a counter-proposal, it must be remembered that they are assuming the burden of proving that their proposal is better than the immediate formation of a Federal World Government. They have admitted the need for a change and are presenting their counter-proposal as a better remedy than the affirmative plan. In this debate any negative proposal to patch up the admitted shortcomings of the United Nations would come under the heading of a counter-proposal.

STRONG POINTS OF THE NEGATIVE

In this debate the negative debaters have certain points of great strength. These points should be studied carefully and the negative debater should prepare to take advantage of these points in the actual debate contest. Among the points that will give strength to the negative are:

1. The negative team may press the

affirmative to present a definite plan of the way the Federal World Government will be organized. While it is true that the affirmative may say that they are only high school debaters and thus unable to present a definite plan, this should not be allowed to go unchallenged. There are certain plans that have been presented by authorities (like the Chicago Plan and the Plan of Eli Culbertson) that could be presented and defended.

The important point is that several times in the past we have tried to organize a world group to maintain peace and each time the plan has failed. This is because the world organization has not been given enough power. When the affirmative make their proposal, it is necessary to present an exact plan. When this exact plan has been presented, the negative will have an opportunity to attack it just as it has been presented.

2. If the Federal World Government is formed, it must have power to levy certain taxes if it is to be a government in more than name only. This is a strong point for the negative, since it is evident that once the government is formed, the people of the United States will be forced to bear a great burden of supporting that government. If an income tax is used, the American people, with the largest incomes, will have to pay and pay and pay. Regardless of the type of taxation that is devised it will be the American public that will have to bear the great burden in the end.
3. The type of government that the Federal World Government will have will be very vital to this debate. It is almost a certainty that the American people will demand that it be based upon the principles of democracy as we know them from our Constitution. On the other hand the Russians will demand a Communistic form of government. With those two conflicting ideas of government in the world, we can see that no Federal World Government can be formed without at least a compromise upon the part of these two dominant types

of government. We doubt if the American people will be willing to make a working compromise with the ideas of Communism. If we do not compromise, there will be no Federal World Government. If we are forced to compromise, it appears as if the American people would prefer to remain out of such a world organization rather than to surrender the important ideals of democracy. This is a great hurdle that the affirmative must meet. They must choose between a Federal World Government without Russia or one that is based upon a Communistic government. This is really no choice to most Americans.

4. If the Federal World Government is formed, it must be based upon force. The world government must have the power to force all individual nations to remain in the union once it is formed. This will give the American people cause for pause before joining. We might join now, but within a few years other nations like Russia, China and India, with their large populations and radical political ideas might gain complete control of the world government. How then would American rights be protected. The affirmative must have an excellent answer for this possible contingency before it can hope to establish its case.
5. The nations that join the Federal World Government must give up their national sovereignty. If the world government is to be a government, it must be sovereign in certain matters. In the matter of manufacturing munitions, raising an army, and waging war, it is evident that the Federal World Government must be sovereign. This means that the people of the United States must surrender some of their independence to this new organization. This is a great step, one that the affirmative will have great difficulty in persuading the American people to take.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

The dilemma is a method of strategy that may be used in debate by either the

affirmative or the negative. This strategy consists of asking your opponents a question that has two very obvious answers. This question should be so worded that, no matter which of the two answers your opponents select, his case will eventually be weakened by the answer. When properly used, the dilemma is one of the most effective methods of debate strategy.

SAMPLE NEGATIVE DILEMMAS QUESTION

Do the members of the affirmative team believe that the advantages of their proposed Federal World Government will be great enough to repay the people of the United States for the loss of sovereignty that will result from accepting the plan?

IF THEY ANSWER YES!

We feel that the affirmative debaters are placing a very low value upon the hard won independence of the United States if they are willing to surrender our sovereignty to some form of Federal World Government. This is doubly true when we stop to consider that the first attempt at a world government, the League of Nations and now the United Nations, seem to be failures. When the affirmative debaters speak of the advantages of being a member of a Federal World Government, they are speaking in vague generalities since they cannot point out any advantages that came from the old League.

If the history of the Federal World Government is the same as that of the League of Nations, we will be glad that we did not take up membership. In joining the Federal World Government, however, we give up our independence to become a member of a new world nation. Once we are members we cannot withdraw. When we take this step we are giving up our independence once and for all time to join in a government in which Americans will be in the minority and in which we will have a very small part in making the laws. We feel that this membership fee in the Federal World Government is much too high.

IF THEY ANSWER NO!

The affirmative debaters feel that the advantages that will come with membership in the Federal World Government are not important enough for the people

make such a statement, their position in this debate becomes inconsistent. First they are proposing that the United States enter into a Federal World Government plan. If we are to join in this plan, we, like other nations, must surrender our national sovereignty to the greater world sovereignty. This the affirmative are not willing to do. We cannot see how they can propose such a plan when they are unwilling to allow the United States to participate in the Federal World Government.

QUESTION

Do the members of the affirmative team feel that a Federal World Government will have a better chance of succeeding than the old League of Nations or the United Nations had? Do you feel that membership by the United States is an essential factor to the success of any world government?

IF THEY ANSWER YES!

The stand of the affirmative seems to be the usual one of the person who is always hoping for success but who never quite gets it. The affirmative debaters feel that a Federal World Government will have a greater chance of success than the old League of Nations or the United Nations, but they add that it will be essential for the United States to be a member of this new government if it is to be a success. We do not feel that such wish of the United States to surrender their sovereignty just to be able to obtain membership. When the affirmative members feel that thinking is enough to get the people of this country to vote for membership in a world organization that has never had any record of success.

The line of argument of the affirmative may be summed up somewhat as follows: Of course everyone knows that the old League of Nations was a failure, but a new world organization would be a great success. All that we need is to have the United States join the new organization and surrender its sovereignty to the rest of the world. Then the other peoples can vote higher taxes, since we will have to pay most of them anyhow, and spend our money to finance the Federal World Government. We cannot see why the American people should be so foolish that they

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I Vote for Jim

WE hear a lot these days about education for living in a democracy, and no doubt the procedure of voting should be a part of this training, but it seems to me that the voting idea in high schools is rapidly becoming the tail that waggles the dog. Granted that an election carried on in a well planned, fair and orderly manner does teach the mechanics of voting. But how many elections in the ordinary high school are truly fair and orderly? How many are preceded by any planning at all? In most cases voting is not limited to the Selection of officers or the settlement of an issue of weight, but polls are held during the class time to determine the favorite song, favorite athlete, favorite chewing gum, favorite slang expression and favorite anything else, a harmless pastime, perhaps; also a worthless way of spending time that should be spent on subject matter. Isn't it part of the education for democracy that these young people learn that their job has a right to make certain demands on their time and is not just a sort of fill-in to be attended to in a half-hearted sort of way between spells of entertainment? Does continuous practice in voting for pointless decisions enhance the dignity of the privilege of voting in the mind of the prospective citizen or does it give a series of convincing demonstrations that the whole voting idea is just routine that is a good time-killer but without any results that really matter? Could not this procedure be a contributing cause to the indifference of adults who fail to take advantage of their right to vote in national matters?

Experts Selected, Not Elected

I have taught in schools where such technical positions as editor, artist and business manager of the yearbook and newspaper were filled by popular vote of the student body. Isn't this a case where tryouts in the form of anonymous manuscripts judged by impartial judges would be a much fairer way of seeing that honor is given where honor is due? Wouldn't the appointment on the advice of experts, in this case the teachers in charge who know the requirements of the job,

CELIA E. KLOTZ

*Instructor, State College of Washington,
Pullman, Washington.*

be a more sensible procedure than popular vote? Is it contrary to democratic procedure to admit that there are experts? Should not the high-school student realize that even the highest courts of the land are continually seeking the advice of experts in matters of ballistics, medical and legal facts and dozens of other fields where lay opinion is without significance? Shouldn't the student of democracy be taught to realize that progress in personal or national matters is seldom something that just happens, but it is the result of hard work, study and experimentation? Shouldn't they be led to realize that no country, democratic or otherwise, will progress unless it is willing to listen to the advice of a lot of experts in a lot of specialized fields? Shouldn't training for democracy aim towards establishing a respect for the value of expert opinion as well as stressing the privilege of popular vote?

The worst case of misguided voting I have seen was in a small country school where a history class settled a dispute over the date of a certain battle by voting on which answer should be considered correct in marking a test. True the teacher was a substitute teacher, the school was a small one and the battle too minor to be included in the text the class was using; but, even if allowance is made for all these lacks of size and importance, the date of a battle is not the sort of thing that can be decided by voting. I do not for one moment think that any of those history students really believed that the vote of half a dozen high-school sophomores really had any influence on when the battle took place, but they probably did go home with a lot of chuckles over what they could get by with in the name of democracy. Shouldn't it be made very clear that there are such things as facts of history and laws of the natural sciences that are not subject to change by popular vote?

"I Move to Ignore the Constitution"

I was once placed as sponsor of the hon-

or society in a school where I was teaching. This group was supposedly affiliated with, and wore the insignia of, one of the more or less national honor groups. When I looked over the records of previous proceedings, I found that by popular vote of this one little group in this one school the standards and requirements for membership which they had subscribed to in accepting the charter of the national group had been discarded in favor of a new set of standards of their own. By these new standards a student with nothing higher than a B grade and with only a comparatively few B grades mixed with C's and D's and an occasional F was qualified to wear the insignia which marked him as a really outstanding student in any of the schools affiliated with the mother group. Shouldn't the student of democracy learn that there are things that one small group cannot change by vote because they are too small a part of the group affected by the change? True in the case mentioned above, they should and did have the right to vote to withdraw from the national group if they did not like the way it was run, but is it true democracy to train students that they have a right to vote to retain all the privileges and discard all the responsibilities connected with such an organization? Should not a complete education for democracy include teaching that even a democracy must be stabilized by being built upon a framework of accepted facts and regulations that are of more or less permanent nature and that cannot be revised by each little group that prefers its own standards? How many high-school groups go through a long drawnout process of building up a constitution all written out in a semi-legal form with a lot of fancy sounding clauses only to completely disregard it or to vote to permit themselves to disregard it every time any possible application comes up? Wouldn't they really be better off without the constitution in the first place than to make such a mockery of the basic idea of democratic government?

Many a high school organization apparently once organized to meet a need, has deteriorated into a mere tradition that revives once a year to elect officers, who, once elected have no real duties and no responsibilities. They take bows for being school leaders and have a long list

of societies after their name in the year-book, but in reality do exactly nothing.

Is this idea of empty honors a healthy training for leadership? I am definitely not opposed to extra-curricular activities in school. In fact I am sure that they reach a part of the student that cannot be reached in any other way, but I do believe that the value received from such activities bears a direct relation to what the activity actually accomplishes. If one particular activity has died, why not drop it and with it its hollow positions of honor? It seems to me that it is very important that the student learn from experience that honors are earned by work and definite accomplishment and are not just voted on to lucky people by their friends.

The Most Popular Teacher Vote

In three of the four high schools where I have taught, and in a large majority of other high schools that I have had less direct contact with, a poll of students to select the favorite teacher was an annual affair. In some of the schools it was sponsored by the administration as a big stick over the faculty, in the others it was at least permitted by those in charge. And to what purpose? Is the individual who is always vocalizing about whom and what he likes best usually the solid, respected citizen that a community turns to for its leadership or is he the loud false alarm whose word carries little if any weight? Is the employee who frequently and repeatedly creates a special occasion to tell his employer and his associates which one he likes best apt to be the man considered for promotion? Would an employer gain by publishing a list of his favorite customers or favorite employees? Just what is the quality that such a procedure is trying to train? Are they contributing toward the knowledge of the ethical niceties that contribute toward success in later life or are they just another of those things which we condone in school and then wonder why the graduate hasn't sense enough to realize that the same procedure is entirely wrong when he gets a job a few weeks later?

Democracy Is More Than Voting

Voting, alone, is not democracy. The real spirit of tolerance for the other fellow's ideas, which is the basic idea that

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Little Theater Digs Deep

Prejudice can not be eliminated; for where there is man, there is prejudice. But fortunately, prejudice, being emotional, can be replaced by more brotherly reactions. It is, we may say, just as simple as that, but it is, we must add, just as overpowering as that!

In today's mass education stressing action and speed that increase tensions and aggressions, simple lectures or books can have little influence on pent-up emotions. People need live learning experiences. Such an experience is Franklin High School's Little Theater.

The Little Theater presents plays—without charge—to history and English classes. It is open to students who have expressed interest and shown potentialities in any of the fields of service related to the theater. It is understood that for each production the student has different responsibilities, responsibilities for which he has shown some interest and some ability, but in which he has had little or no previous experience. Respect for work rather than position thus becomes a growing thing.

For its fourth production, the third class of the Little Theater was ready for a play demanding some understanding of their fellow men. They were not only willing but anxious to present the powerful play, "Deep Are the Roots", portraying the vicious effects of discrimination upon not only those who suffer from it, but also those who impose it. For the interpretation of such a play, extensive investigation and experimentation had to be squeezed into the youths' already crowded day. This was not to be just another activity causing further emotional tensions without sufficient benefits to justify its existence; this was to be an activity with constantly progressive goals: goals that stretched the interests and capacities of youth; goals that brought satisfaction as well as challenge to the participants.

Serious work began at once. Kind advice of capable Negro leaders, undreamed-of interest and help on the part of administrators, and reduction to a nominal royalty fee by Barrett Clark of the Dramatists Play Service, enabled the class to pro-

MIRIAM M. REINHART

*Franklin High School
Portland, Oregon*

ceed to selecting scenes that conveyed honestly the plot and theme of this challenging play.

Innumerable problems presented themselves immediately. Without financial income, save for a small contribution from the history department, an entertaining performance had to be presented. Without Negroes as members of the Little Theater class, Negro make-up under the generous direction of capable leaders had to be convincing. For a play written with a southern setting, some means had to be evolved to help the play sensitize youth to prejudice as a local, not merely a southern, problem. For this purpose "memory recall" interludes were written with skill portrayed—it must be admitted—by an Oklahoma student who observed shrewdly, northern discrimination. Fade-outs, with off-stage microphone reading proved effective for these interludes.

Administrators arranged for students representing history classes from other high schools, to attend the production; a radio broadcast was scheduled over the school system's non-commercial station; a questionnaire revealing the prejudices and understandings existing among the high school students was compiled, distributed, and tabulated; and follow-up work within the audience classes was encouraged. Such interest stimulated the students in the cast and crews to seek and procure conferences with individuals who could help them sense deeper significance to the social and economical problems implied.

The class period production stirred the audience unbelievably. Days later, students asked for other "prejudice plays" to read, students reported discussions and influence at home; and Little Theater members frequently returned to class excitedly reporting the good and bad follow-up discussions and recommendations in history periods. But undoubtedly the

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ASSEMBLY PROGRAMS

for DECEMBER

It has been suggested in this department that the assembly committee and the student council work together in devising a plan to make student government function in the assembly. As a first step development of "A Code of Conduct for the Assembly" was proposed.

Reports recently received show that such codes have been developed and adopted through democratic processes in certain schools. Mr. Peter B. Ritzma, Principal, Farragut High School, Chicago, Ill., has sent a copy of the Assembly Code, recommended by the student council and adopted by the Farragut student body. The Code follows:

1. Students are to arrive on time. They will enter by twos and avoid crowding and loud talking.

2. Divisions entering the right door of the assembly will go to the extreme right aisle. Those entering the left door will go down the left aisle. The center aisle is for teachers or student ushers.

3. Seats toward the front are not to be left vacant.

4. Textbooks are to be left in lockers or placed on the floor under the seats.

5. Voices are to be kept low before the program begins. Students will be courteous to all speakers and will not disturb classmates during the program.

6. Students will remain quiet even when they cannot hear every word.

7. Students may applaud but not too long. Too much applause only causes embarrassment.

8. Students will remain in their seats until they are dismissed. Then they will quietly leave the hall.

PROGRAM SUGGESTIONS FOR DECEMBER
Week of Nov. 29-Dec. 33: A Hobby Show Assembly Program.

Accounts of assemblies based on the hobbies of students have appeared in this department a number of times in the past. Accounts of two of the best hobby assembly programs were published in the October 1935, and the February 1946 numbers. The emphasis on hobbies and other leisure-time activities of students is well-justified. Training for worthy use of lei-

C. C. HARVEY

Salem, Oregon

sure is one of the most important objectives of education. Then, too, a young person who has a hobby in which he is intensely interested rarely becomes a juvenile delinquency problem.

Below is an account of "A Hobby Show Assembly Program" which was contributed by Mrs. Rix Ridley, Auditorium Co-ordinator, Sidney Lanier Junior High School, Houston, Texas.

One day when the supervisor was visiting a ninth-grade English class at Lanier Junior High, the students were discussing their hobbies. She suggested basing an assembly program on hobbies of students and almost all members of the class were eager to participate.

It was decided that hobbies involving activity were best for the stage, but that every student who had a collection and wished to exhibit it should be allowed to do so.

A survey was made, each child in the school being asked to write the name of his hobby, how many years it had been his hobby, and of what it consisted if it was a collection. Enough collections were found to fill tables placed along the sides and back of the auditorium, and steps in front of the stage were covered with model airplanes. Each student stood beside his exhibit to answer questions about it, to protect it, and to receive the honor paid it.

The program opened with a boy standing beside a hobby horse and telling of the thrills and value of riding hobbies. Then there were demonstrations. There were various sports; vocal and instrumental music, even an original concerto; poetry, games, cartoons, and rope twisting. One nature enthusiast thrilled the audience with his tales of personal experiences with snakes.

Because of the widespread participation in the performance and especially in the exhibiting, and because of the carry-over into the student's leisure hours, we felt that the program was beneficial.

Week of Dec. 6-10: A Commercial Department Assembly Program.

The commercial department is a source of worth-while assembly programs which is frequently overlooked. There are many activities

of the department which can be demonstrated or dramatized in assembly to interest students in business procedures, personal relationships in business, vocations, etc. This type of program is a good means of correlating the work of students in the classroom with their extra-curricular activities.

Following is a commercial department program entitled "So You Want A Job," contributed by Miss Marion Hemmer, Office Machine Instructor, Francis Joseph Reitz High School, Evansville, Indiana.

Seniors in the secretarial training and office machine classes of Francis Joseph Reitz High School, Evansville, Indiana, were studying how to apply for a job. Out of the class discussions on what to do and what not to do when in an interview, grew the idea of presenting in dramatic form the right and wrong ways to apply for a job.

The students entered into this project with enthusiasm. Suggestions were made as to the various types of applicants to be illustrated, and the use of good and poor business manners were emphasized in the play. The most pertinent suggestions were assembled, the script written, and rehearsal started.

The scene was the personnel office of a large company, and the stage was arranged with office furniture and machines from the business education department. The script was adapted so the secretary of the personnel manager could illustrate the various types of correct office procedure and the use of various office machines.

The characters included the personnel manager, his secretary, and a group of applicants which included the following types: a poor, timid, nervous little girl whose qualifications were low, who used a sob story as her chief appeal for a job; a brazen, boisterous, uncouth boy who swaggers and boasts that he wants a job that is "big but easy;" a flappery, over-dressed, gum-chewing girl who pops her gum, sits on the desk, powders her nose and scatters all the contents of her purse on the floor; a well-qualified, gentleman with neat appearance, good manners, gets a job; a small girl who brings her domineering mother to the interview—with the mother doing all the talking about something she doesn't know; a well-groomed, neatly dressed girl who has excellent qualifications and personal characteristics, who gets a job; the person who over-sleeps and is late for her appointment loses her chance for an interview with the personnel manager.

Members of the classes served as directors, cast, stage crew, property crew, make-up crews, ushers, etc. The assembly lasted for about fifty

minutes.

This type of program was well received by the audience, because it brought them pertinent information in an interesting way. It increased the interest of the students who were in the program in their classroom activities, and made the facts they were studying more forcibly impressed in their minds.

Week of Dec. 13-17: "A Volunteer" Assembly

December is crowded with activities, and it is wise to plan one program which will require as little preparation as possible. Mrs. Laura Parker, member of the Assembly Committee, Senior High School, Pendleton, Oregon, has suggested an idea for such a program which has been presented successfully in her school during the past three years. Mrs. Parker's report on how it is done in the Pendleton Senior High follows:

For the past three years one of our most successful assemblies each term has been what is called the "volunteer" program. The idea is for each class, club, or organization (sometimes individuals) in the high school to produce one number for the program. The groups respond so enthusiastically that the result is one of our best programs. Usually everything on the program results from student initiative.

The wide range in the different kinds of numbers offered almost entitles the program to be called "the varieties." Altogether there have been about fifteen different kinds of entertainment and educational numbers on the programs. Contents of the program are kept secret until the day the assembly is presented. This element of surprise makes the program much more interesting.

This program proved so successful that the first year it was used for a regular program and for two exchange programs with neighboring schools. The second year it was used for the first program on the assembly calendar. Last year it was scheduled for December, when there is a tendency for Christmas activities to overshadow everything else and when teachers are extremely busy. No matter how busy they may be with other things, our students find time for the "volunteer" assembly.

Week of Dec. 20-24: "Annual Christmas Assembly Program."

There is so much material for use in planning Christmas programs that suggestions are often repetitions. It is customary in many schools for the Christmas assembly to be almost entirely musical. Choral readings have become popular as a feature of Christmas assemblies many of

which are given for both students and public. Schools that want ideas other than those in the programs described below should examine November and December issues of *School Activities* for the past five years.

An assembly presented last Christmas at the E. C. Glass High School, Lynchburg, Virginia, seems fairly typical of programs presented in many high schools. The report of the assembly was submitted by Miss Helen H. Nelson, Assembly Chairman, in the E. C. Glass High School.

The most beautiful assembly program at our high school last year was presented at Christmas. The father of a boy on the assembly committee donated a whole truck load of trees and evergreens for the program. Students decorated the auditorium with great wreaths of pine and ivy tied with red ribbon. Wreaths were hung in windows, on doors, and across the balcony. A decorated and lighted Christmas tree stood at the right of the stage, and a creche was arranged on a large flat piano at the left of the stage. The figures for this creche were loaned by the same generous giver of pines.

The music department presented the program, a Fred Waring Choral Arrangement, "The Song of Christmas" by Roy Ringwald, for a mixed chorus, narrators, and soloists. The music director had trained the chorus, the orchestra, and the soloists.

As a young high school girl came to the front of the stage and sang "with grace and tenderness" the soprano solo, "Mary's Lullaby," it was highly impressive. A veteran sang a tenor solo, the part of Joseph, and when the young fresh voices of the entire chorus rang out in "Gloria in Excelsis Deo" and "Adoramus te Christe—Praise His Name Forevermore," one was uplifted with the beauty and majesty of it.

The speech teacher had trained the four narrators. Two of them were trade-school boys. The girl who represented Mary and the boy who represented the Angel spoke appealingly. The program was later presented before the Woman's Club at their regular Christmas meeting, and it was given on the following Sunday for the townspeople, at which time it was broadcast.

Following is a description of the Christmas assembly presentation at the Arrowview Junior High School, San Bernardino, Calif. The article was submitted by Mrs. Ruth G. Fowler, Program Chairman.

One of our most outstanding assemblies of the year is an outgrowth of carol singing by the students. There is no music more beautiful than our Christmas carols and songs—loved by all.

All classes in the music department sing these carols some of them in parts, with descants; some as solos; some augmented with trumpets, bells, and violins. So, why not make a pageant for a Christmas assembly? By now this presentation has grown into something large, more beautiful, and has really become traditional in our school.

The ninth-grade chorus, generally, is the fundamental group, augmented by the younger groups and chosen students of the general music classes. However, an attempt has been made to give all students who wish to participate in the affair an opportunity at some time during their three years at our school.

The opening number, "O Come, O Come, Emmanuel" (or any processional may be used) is sung by the robed ensemble, a candle-light processional entering the side of the auditorium in twos. Choir I of about fifty ninth graders, proceed to the front of the auditorium, while Choir II, of fifty voices, proceeds to the rear of the auditorium. Choir I is seated in two rows across the auditorium in front of the stage facing the audience. Choir II is seated on risers facing Choir I. This arrangement makes it possible to sing antiphonally or do ensemble work.

After the Choirs are in place, the candles are extinguished and four trumpeters, off side, play the "Alleluia." Choir I responds in full voice, a capella; Choir II echoes the response of Choir I. This procedure is effective, as there are softly colored footlights lighting the stage curtain back of Curtain I and softly colored lights on both sides of Choir II. These are the only lights in the auditorium at the start of the pageant.

The connecting link of the whole Christmas story is arranged by having a reader midway at one side of the auditorium, elevated and dressed in an angel costume, encircled in blue floodlights. These excerpts need not be long and are interspersed during the pageant with carols and songs.

To this we have added a very beautiful and important part—the living pictures, which are presented at intervals on the stage. These are appropriate to the songs and are very colorful. The art department has worked out five beautiful and artistic tableaux, which makes the whole affair complete.

The list of music used may be changed to suit available talent. Also, to the songs we have added violin solos with chorus, bells, and chimes. If a boy soprano of unusual ability is available, he may be used to sing for the manger tableau. However, we have effectively used "Sleep, Holy Babe" for that particular scene.

There are many possibilities in a venture of this sort. For instance, the music may be simple or elaborate; choirs may use simple robes; the lighting effects may be made very colorful; the auditorium may be beautifully decorated; and the pageant can easily be shortened or lengthened to fit the needs of the occasion and situation.

The Christmas Pageant as presented at Arrowview Junior High School involves about 175 students as the orchestra also participates and the drama department presents a short Christmas play preceding the pageant. It seems only fitting at Christmas time to let as many as possible take part in the program. Although this is a large affair it involves very little rehearsing, comparatively speaking, as each part, such as tableaux, choruses, reader, musicians, may be rehearsed separately. However, the general director must hold enough rehearsals so that the entire program is perfectly smooth and well-coordinated. This is highly important!

In 1947, we presented this program four times; at two student assemblies, once for a service club, and once for the general public. There is a great deal of work involved but it always meets with such enthusiastic reception that we always feel REWARDED for our efforts.

Miss Lois McFerrin, Assembly Adviser, Avenal High School, Avenal, Calif., has submitted the following outline of the Christmas assembly presented in her school.

"Symbols of Christmas," depicting various of the holiday customs and giving their significance, was presented as an assembly program for the first time at the Avenal, Calif., High School in December 1947.

Here is a brief outline of the plan for this Christmas program:

Stage Properties and Equipment

1. A full-sized wood or cardboard fireplace, decorated with two green wreaths, red Christmas cord looped along edge of mantel, and a bouquet of red berries spread on top.
2. Nativity scene arranged on cotton on a low table.
3. Santa Claus suit and a bag of small toys.
4. Large envelope and greeting card, measuring approximately three by four feet, and made of butcher paper. Envelope to be addressed to student body. Greeting card inside to be painted with holiday greeting and decorations. When card is taken from envelope and unfolded, it should be long enough to extend across the stage and should be easily read from audience.
5. Bunch of mistletoe, or substitute.

6. Girls' Glee Club or group of singers.

7. Christmas tree. A four-and-one-half foot green paper-covered cardboard tree or a real tree can be used.

8. Two red socks or stockings.

9. Stage backdrop of thin, navy-blue muslin stretched on wooden frame with an electric star hung behind to give a sky effect.

Order of Program and Description of Scenes

1. The Glee Club, behind stage, softly sings and hums "Silent Night" while curtain is drawn to show the half-darkened stage with the blue background and the star shining above the Nativity scene.

2. A narrator reads about the significance of Christmas.

3. The curtain is drawn while the narrator gives the significance of mistletoe.

4. As the reader finishes, the stage scene reveals the decorated fireplace. While a pianist, behind stage, plays "Deck the Halls", a bunch of mistletoe is carried onto the stage and placed on the fireplace. A clever little pantomime picturing the custom connected with mistletoe might be worked into this part.

5. Narrator reads an explanation of the Christmas tree.



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6. Appropriate music can be played or sung as the tree is set on the stage.

7. Narrator reads about the use of Christmas stockings.

8. Music again—while a student enters and hangs two stockings on the fireplace.

9. Narrator tells about the significance of Santa Claus.

10. Vocal Solo, "Santa Claus is Coming to Town."

11. Santa Claus enters and puts toys in the stockings.

12. The reader tells about the Christmas card.

13. Vocal Solo, "White Christmas." Just as soloist sings words—"and with every Christmas card I write"—two students come on stage with the large greeting card, take it from the envelope and unfurl it across the stage. This makes a fitting finish to the "Symbols of Christmas."

The plan shown here can be modified to meet the desires and talents of any school. The reading or narration parts can be obtained by referring to books pertaining to traditions and customs. One reference especially recommended for the program outlined above is *Let's Celebrate Christmas*, by Horace J. Gardner, A. S. Barnes and Company, New York, N. Y., 1940.

Little Theater Digs Deep (Continued from page 95)

most hopeful step was taken by a group of five boys, consisting of three whites, one Japanese, and one Negro from another high school. In stopping at a drive-in on their return from the production, these students were told, "We cater only to white trade!" Apparently stirred by the yet fresh memories of "Deep Are The Roots", their spokesman exclaimed, "If you can't serve our schoolmate, you can't serve us either," and they left. Through the stimulation of this small group, the sincere interest of the teacher, and the encouragement of the administrators, it is hoped that an all-city movement has been started in which students refuse to be served in restaurants practicing discrimination.

The presentation of "Deep Are The Roots" is only one small step in the long line of efforts that even a single school must make to meet the urgent problems of emotional adjustment. To foster youth's development, it is evident that activities must offer carefully planned developmental rather than merely repetitive projects; they must offer progressive

opportunities for emotional adjustment; they must help the individual stretch his capacities and become an integrated personality. These are high standards for any activity; yet they are the "stuff" of which dreams are made. They are the basis of Franklin's Little Theater. The need now revealed to the youth of the little Theater should stimulate them to further and more beneficial action.

Dallas Passes No Drinking Ordinance

Drinking at football games and all other high school events has been declared a misdemeanor in the City of Dallas, and is punishable by a fine not to exceed two hundred dollars.

P. C. Cobb, athletic director of Dallas schools, sent a copy of the ordinance to the State Office with this comment: "We have employed two plain-clothes men for the past few years to watch for drinking in the stadium and they have done a very good job, but with an ordinance such as this that has teeth in it, I do not look for any further trouble."

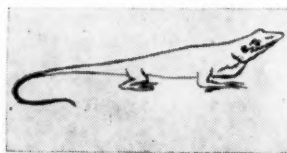
Law Includes Dances

Passed December 9, 1947, the ordinance makes it unlawful to possess, transport, or consume any alcoholic beverage at high school athletic contests, at school-sponsored dances, parties and other social gatherings, and on the grounds and in the buildings of public schools. It provides for the confiscation of liquor by police officers, and declares such possession, transportation or consumption to be a misdemeanor and provides for a penalty.

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News Notes and Comments

The Rostrum—official publication of the National Forensic League—is published at Ripon College, Ripon, Wisconsin. Albert L. O'Connor, Jr., Monessen, Pa., is editor.

The October number of *School Press Review* shows the following in its table of contents: Tips to the Editor; The School Press: Mirror of the Teen-Ager, by James Waterfield; Humor in the School Paper, by M. B. Sanford; Functions of the Local School Press Association, by Florence Turowski; Techniques of Writing a Good News Article, by Carl Lewis; Why Not Shake-up the Make-up? by Laurence R. Campbell.

A new building has recently been completed at Okmulgee, Okla., for the exclusive use of the music department of the high school.

ENEMIES OF ACADEMIC DEBATING

In the Autumn 1948 number of *Debater's Magazine*, P. E. Lull, president of Tau Kappa Alpha, Purdue University, lists the real enemies of academic debating as: "Win-at-any-pricers", "Tournament Boys", "Well-wishers", "Fad-dists" and "Unconverted speech directors".

South Dakota, which last year promoted a state student council convention at Vermillion, scheduled five sectional meetings of a similar nature late in September. Mr. R. D. Falk, Director of the Extension Division at the University of South Dakota made all the necessary arrangements and Dr. H. C. McKown handled the various meetings on each program.

"The Cuyamaca Story," by James Mitchell Clarke, tells how and why San Diego children go camping in school time. This booklet (price 30c) is distributed by San Diego City-County Camp Commission, 405 Civic Center, San Diego, Calif.

School Activities readers are invited to send in photographs of scenes suitable for use on its front covers.

"Sponsoring the Science Club", by George Greisen Mallinson, is Issue No. 8 of Educational Service Publications of the Iowa State Teachers College, Cedar Falls, Iowa. *School Activities*

has published several articles by this author on this subject.

The National Contest Committee of the National Association of Secondary School Principals has considered the announced national school contests by firms, organizations, and institutions outside the organized agencies. The national contests approved are listed in the October number of the *Bulletin of the National Association of Secondary School Principals*,....

Dr. H. C. McKown addressed the state student council conventions of Iowa and Pennsylvania, six sectional meetings in Kansas, and two sectional meetings in Illinois during October and November.

The Annual Convention of the Southern Association of Student Government will be held at Mobile, Alabama, November 10-13.

For information concerning school membership, registration fee, lodging, and program, write promptly to Miss Gladys Baxter, S.C.G.A. Sponsor, Murphy High School, Mobile, 18, Alabama.

The Virginia High School League is an organization of the public high schools of the state. It is under the sponsorship of the Extension Division of the University of Virginia. The League seeks to encourage student participation in desirable school activities by conducting or supporting programs of inter-school competitions in these fields.—from the preface to *Virginia High School League Handbook*.

1948 STUDENT COUNCILS HANDBOOK.—

The 1948 *Student Councils Handbook* is one of a series of annual handbooks published by the National Association of Secondary-School Principals. This book is available to anyone interested in Student Council work for \$1 per copy. The handbook contains advance notice of the 1949 National Conference of Student Councils to be held in June 1949 at Cincinnati, Ohio; a summary of the 1948 National Conference held in Washington, D. C.; a report on 53 outstanding Student Council-community projects; a working handbook on planning and directing a Student Council convention; and a directory of all mem-

bers of the National Association of Student Councils and of all Student Council Associations in the country.

Leave Something Undone

A tendency in designing the school site is our grownups' way of finishing everything and then handing it to the children to manipulate.

There should always be something left for the children to do. We need more unfinished business on the school grounds—not drudgery, but business that gives power to the imagination and transforms children into planners, engineers, students of literature, research workers, and builders with a purpose.

—Stanton Leggett in the August number of *The School Executive*.

Under the American Junior Bowling Congress, there has been a very, very rapid growth of bowling among youth in secondary schools. Bowling leagues have been formed in many schools and cities. Minneapolis, Chicago, Cleveland, Los Angeles, and Cincinnati are only a few of the cities where the activity has grown by leaps and bounds.

From Our Readers

Editor, School Activities:

We are just organizing our new Guidance and Counseling Service and are definitely in the market for suggestions, ideas, etc. I am confident that your magazine will be valuable to us.

We are aware that some secondary schools have had much success in publishing student handbooks. We are considering the publication of a similar volume and would be very grateful

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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS MARCH 3, 1933 AND JULY 2, 1946

of School Activities Magazine published monthly except June, July, and August, at Topeka, Kansas, for September 28, 1948

County of Shawnee, State of Kansas, ss:
Before me, a Notary Public in and for the State and County aforesaid, personally appeared C. R. Van Nice, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily, weekly, semi-weekly or tri-weekly newspaper the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the act of August 24, 1912, as amended by the acts of March 3, 1933, and July 2, 1946 (Section 537 Postal Laws and Regulations), to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: School Activities Publishing Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois.
Managing Editor: C. R. Van Nice, Topeka, Kans.
Business Manager: C. R. Van Nice, Topeka, Kans.

2. That the owner is School Service Co., Inc., 1515 Lane St., Topeka, Kansas.
3. That the known bondholders, mortgagees, and other security holders owning or holding 1 % or more of total amount of bonds, mortgages or other securities are: (If there are none, so state.) Harry C. McKown, Gilson, Illinois; C. R. Van Nice, Topeka, Kansas; R. G. Gross, Denver, Colorado; Mrs. Elizabeth Gross, Denver, Colorado; Nelson Ives, Topeka, Kansas; Earl Ives, Topeka, Kansas; T. H. Reed, Topeka, Kansas; D. Raymond Taggart, Topeka, Kansas; Harold E. Gibson, Jacksonville, Illinois; Ray Hanson, Macomb, Illinois; Service Print Shop, Topeka, Kansas.

4. That the two paragraphs next above, giving names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

C. R. VAN NICE

(Signature of Business Manager)

Sworn to and subscribed before me this 28th day of September, 1948.

A. J. BASSETT

(Seal)

(My commission expires April 23, 1951)

How We Do It

C. C. HARVEY, *Department Editor*

SCHOOL PAPER SERVES ITS COMMUNITY

Should school publications strive in the traditions of the nation's great dailies which, aside from printing "all the news that's fit to print," also ably crusade for leadership and intellectual integrity in a community? And should "service to the school," rather than "crusade," perhaps, be the proper term?

Staff members of *The Student Lantern* of the Senior High School, Saginaw, Michigan, believe so, and their "crusades" have secured for their school such services as a spotlight on the main artery highway cutting their campus in two; an original (words and music) *Trojan Field Song*; a \$650 yearly Polish gift scholarship honoring the first Trojan to die in World War II.

Aside from these yearly "varieties," the newspaper staff also instituted a more permanent tradition some nine years ago—that of formally recognizing an alumnus distinguished in his chosen field, a person whose record might serve as an inspiration to all the student body. Besides being a ceremony perhaps unique among secondary schools in this country, it has become Saginaw's greatest "school and community tie;" even the University of Michigan inaugurated a similar plan last spring.

The task of selecting a "Distinguished Alumnus" involves a year's preparation on the part of the publication's adviser and her pupils, but the results are tremendously worth-while! Choosing the first candidate involves considerable tact, though pupils are rather safe in nominating a journalist of note (if they have one) as the initial candidate.

Advance preparation involves, first, a tremendous amount of research, that necessary background knowledge of school and community (including proof that said alumnus *did* graduate!) which must be blended into a smooth, accurate and *interesting* account of the career of the man or woman chosen. After the research, journalism pupils write the biography individually, either as a term paper or as a marking period project. Then the top-notch, or a blending of several excellent papers judged on the basis of accuracy, originality, and impression the finished product makes when *read aloud*, is *chosen*. The biography is to be delivered before an audience of about 2000, and so the paper must have the

same "audience appeal" as does a broadcast script. When the biography has been perfected, tryouts for the honor of delivering it begins among the journalists. Thenceforth, it's a matter of daily rehearsal (we do this for one month) in preparation for the "big show."

To be most successful, the program should be a school-and-community affair, in which the honored alumnus' identity is kept strictly "top secret." Persons approached for biographical material—even wives—should be pledged to "button their lips." And it is amazing how everyone *can* keep the secret, even when formal invitations to the ceremony, besides a reception, luncheon or dinner, are involved. Receptions, dinners, and luncheons as well as the portrait of the person to be honored are financed by community leaders "in the know." And each year's portrait is hung in the school's "Hall of Fame."

Distinguished men and women have been honored at Saginaw during the past nine years, but the affair reached a new high last spring when the first distinguished alumna, Miss Macy Kitchen, a member of the faculty for forty years, during which time she had taught all former distinguished alumni, was recognized.

Yes, we're completely "sold" on this idea as an opportunity for giving the school, as well as journalism pupils, unusual and unique recognition! Try it!—S. H. Lyttle, Principal, Saginaw Senior High School, Saginaw, Michigan.

OAKLAND FORENSIC LEAGUE

Established "to promote better understanding of the issues facing America today," the Forensic League of Oakland, California, consists of student groups from the six high schools of the city. Through two departments of the League, programs are presented to adult and student groups.

Interested chiefly in promoting an understanding of brotherhood necessary to achieve peace, the Department of Human Relations offers informal panel discussions to civic organizations, service clubs, and youth groups. The panel has discussed the topic "Facing Prejudice in Our Daily Living," a commentary taken basically from the experiences of the speakers and the civil rights report "To Secure These Rights," released by the Presidential Commission.

On these programs have appeared Catholic, Protestant, Jew, Negro, and White, co-operating

to present the topic in as lively a manner as possible. With the aid of the individual chapters, the speakers are chosen by the department on the basis of ability to speak completely extemporaneously on any part of the chosen topic. These panels have the approval of Mr. J. Munroe Warner, director of the Eastbay Fellowship League, an organization devoted to promoting brotherhood in the community, who expresses "great confidence in these student panels as an effective method of presenting the idea that it is more important to create bigger and better brotherhood rather than bigger and better bombs."

Companion project of the above mentioned is the Department of Junior Town Meetings, which attempts to present in an organized way student speakers discussing local, national, and international problems before high school assemblies. Just completed was a series on the topic "How Can We Improve Our Athletic Conditions Here in Oakland," a program of great interest to the students since the possibility of swimming pools, turf fields, and better equipment have long been a subject of discussion among all teen-agers of Oakland.

Plans are now being made to present two more town meeting series. The first will be a discussion of the topic, "Are today's movies and radio programs properly meeting our entertainment requirements?" To acquaint students and the public with the problems and faults of present-day entertainment is the purpose of this series. In preparation for the programs, student speakers have interviewed representatives of the movie and radio industry and made tours of local radio stations. As this is an election year, it was felt appropriate by the staff to present the question, "Are party conventions a satisfactory method of selecting presidential candidates?" This should focus attention on the problems faced in a national election. To become familiar with the topic, speakers will hold conferences with the Democratic and Republican party leaders of Oakland.

The Oakland Kiwanis Club has offered to sponsor radio time for the presentation of these Junior Town Meetings as they actually occur in the schools, including audience participation in the program. Another feature of the Forensic League program is the holding of what is known as a "general assembly". Students of all Oakland high schools are invited to join together in an informal assembly concerning a vital topic of the day. In these "general assemblies" a guest moderator, who has had some association with the topic, leads the students in discussion.—Richard Israel, Fremont High School, Oakland 1, California.

PROJECTS FOR TEACHING THE WAYS OF DEMOCRACY


Through elections in which standard voting machines are used, students of Manchester, Conn., High School, have had an unusual experience in practical citizenship during the past several years. The aim is to give pupils an understanding of the privileges and responsibilities of voting in local, state, and national elections.

The Current Affairs Club, an extra-curricular group of juniors and seniors, has charge of the project. Since the fall of 1936 new ideas have been added almost every year and, as a result, the scheme is in full operation this year. In 1936 town officials loaned the school two voting machines and pupils were given an opportunity to vote for state and local officers as well as presidential electors and congressmen. Manchester was the first school in the state, and possibly in the nation, to use machines for a presidential election. This same idea was carried out in 1940 and 1944, giving this opportunity to each student generation in a four-year school.

In the fall of 1946, the Club decided to conduct a campaign in the state and Congressional election, and a new and valuable feature was added to the project. Students visited the Town Clerk's office and learned the details used in Connecticut for registering new voters. Before the election, students visited homerooms and registered students according to the regular procedure required by law in the state. This included giving the required reading test from the Constitution, swearing in each student, and, finally, having each new voter sign a registration card.

Last May a straw vote for presidential choice was conducted through homerooms as preliminary to the November presidential election. This fall the remainder of the machinery will be put into operation shortly after school begins. Students who were not registered in 1946 will be registered in the legal way. About a week before the school election, a homeroom period will be devoted to discussion of our electoral college system and instruction in use of the voting machine.

When the election is held, members of the Current Affairs Club will serve as election officials. There will be moderators, checkers, and



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machine attendants. At the end of the school day (students will vote during free periods), the machines will be opened to count, and the results of the election announced to the student body.

In the past, student election results have been a fairly accurate barometer of how the adults will vote in the regular election.—**Lewis H. Piper**, Faculty Adviser of Current Affairs Club, Manchester High School, Manchester, Conn.

A CARNIVAL OF EDUCATION

We called it: A Carnival of Education. Sponsored by the Parent-Teacher Association and worked out entirely by teachers, this was the most outstanding and unique project of our school during the year.

The huge gymnasium floor of the J. W. Sexton High School, Lansing, Michigan, was divided off around the walls by shoulder-high partitions into twenty booths. Each department of the school was given one of these booths, depending upon its desire or need. Huge machines were moved from their usual places into the booths. In one of these was set up a printing press, and boys and instructors printed what visitors asked for before their eyes. Coming off one of the presses, by some special process, was a book mark with raised and shining lettering for each visitor. Another booth had woodworking in process and many displays of the finished products. As a result many boys were given orders for inlaid checker boards.

Home Economics clothing classes had many girls modeling the dresses they had made; other girls were cutting, fitting, and sewing garments.

The speech department harangued the audience with speeches or declamations. The social studies had a Congressional debate in one booth and visitors from foreign lands in their authentic costumes in another. French and Spanish departments demonstrated the Army way of teaching foreign languages through radio and records.

The commercial department was outstanding in that the Retailers' class actually had store goods, from participating stores, on display with price tags, etc. The cafeteria had three concessions where coffee and hot dogs, cider and doughnuts, and pop could be purchased. Next in popularity to these concessions was the one where electrical displays were portrayed and miniature atom bombs exploded, etc.

This meant much noise and apparent, though no actual, confusion; for groups gathered where they were interested after surveying the whole set-up.

While all this was in process the Girls' Glee Club and Choir, alternately, sang from the East

Balcony. Other times folk dancing was executed in the center of the gymnasium. The Tumblers' Club also performed and a badminton match was staged.

The participating community voted this event an educational and social success, while the Sexton P. T. A. found it a financial success. The students profited from their part, and more teachers were contacted by parents than at any previous gathering of the year.—**Jennie E. Johnson**, Teacher Co-Chairman, J. W. Sexton High School, Lansing, Michigan.

BRIDGING DIFFERENCES

Intense rivalry between two high schools resulted in a riot at a baseball game that had to be quelled by the State Police. The newspaper publicity that ensued threatened to injure the reputation of the schools. They soon decided to invite six student leaders from each of the schools to meet with officials and discuss the situation.

At subsequent meetings it developed that members of the Board of Education had ordered the schools to cancel all athletic events for the remainder of the year. This dictum especially aroused the students. They finally obtained permission to endeavor to ascertain the reasons for the ill-will between the schools and then to plan a program to eliminate it. When it soon became apparent that lack of understanding was the main reason for the hostile feeling, the student leaders decided to plan some activity that would bring the two groups together. After considerable discussion, it was decided that a dance to be sponsored jointly by the two schools would be the best method of promoting goodwill. The student representatives were now on their own and they proceeded to assume responsibility for the success of the social function.

As evidence of their good faith, they decided



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to meet alternately in each school until the plans for the dance were completed. It is worth noting that as the meetings progressed the leaders of each school went to great lengths to show their hospitality, and before very long expressions of regret were heard for the ill-will that had been allowed to develop. As the pupils from each school worked together with enjoyment on the various committees that had been organized to assure the success of the dance, they not only became well acquainted but came to develop a real appreciation of their various abilities and talents. Furthermore, when the student leaders succeeded in getting the support of the student bodies in their respective schools, they felt that an important step had been taken toward bridging existing differences.

The dance attracted large numbers of people and was a great success. Those in charge made every effort to show their neighborly spirit. As the dance was so productive of good results, the proposal to terminate inter-school athletic events soon became a dead issue. Furthermore, to insure the continuance of the good-will that had been generated by the dance, action was taken to set up a permanent committee for the purpose of promoting good community relations.

The positive gains resulting from the entire project were many. Students had a problem-solving experience in which they assumed responsibility for controlling their unsocial acts. In having this concrete experience in social living, the students learned at first hand the importance of a good reputation in the community. The problem of law and order became very real to them. They began thinking in terms of prevention and planning and at the same time to widen their community responsibilities. Social living was more than another school subject to these students.—William E. Gurney, Boys' Adviser, Mt. Vernon High School, Mt. Vernon, Washington.

SCHOOL DEMOCRACY IN ACTION HONOR STUDY HALLS

At Harvey High School, Painesville, Ohio, all study halls are honor study halls, supervised and governed by students who are elected by democratic processes for that purpose. These honor study halls have operated successfully for twenty-five years and have become a tradition in the school.

Harvey is a senior high school of approximately 700 students which operates six one-hour periods daily. One large hall houses the study group each period in the day. Some periods there are as many as 250 students in study hall.

All students in the school are part of the honor study hall system. In other words these study halls do not sort out only the good students, but automatically admit all. Only when a student has demonstrated his entire untrustworthiness, is he removed and placed in a class.

Honor study halls are a student activity, rather than a teacher activity. As such, they offer students the opportunity for the practice of democratic living, thus making democracy not some nebulous ideal but a reality in their lives.

Each study hall is controlled by a student committee of from nine to twelve members. Seven students control the halls of the building. A faculty adviser works with both groups. No student may serve on more than one committee during a semester. At the beginning of the semester, students who wish to serve on committees submit their names. A ballot is prepared, and students elect a committee for their period. Many more students submit their names than can be elected.

The faculty adviser stays in the background. Experience has shown that the system works better if students are permitted to assume the responsibility without the adviser's being too obvious. Advisers do not remain in the room but are available if problems arise about which committee members wish to consult them. Committeemen check attendance, send slips to absentees, and generally see to the proper observance of study hall rules. A boy presides at the front desk and may excuse one boy at a time to the lavatory. A girl at the back desk performs a similar service for girls. The head committeeman handles the absentee slips, and has general supervision over the entire hall. Remaining committeemen have charge of sections of the hall.

To enforce rules, committeemen may give demerit slips to students who create disturbances. Usually this is done after conferring with the adviser. Usually not more than ten or twelve students, a semester become so incorrigible that they must be removed from study hall and placed in class.

At the same time, seven students act as monitors to control the halls of the building. They check on the rights of students to be in the halls, direct visitors to the office, and in

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general see to it that the halls are kept orderly. These students are under the same adviser as the study hall committee, and may enforce rules by demerit slips. All told, about twenty students per period, working with their adviser, control both the study hall and the halls of the building. As there are six periods in the day, about 120 students have an opportunity to assume responsibility in connection with this activity.

What values accrue as a result of such a system? Students learn co-operation and self-discipline. Many students learn to assume responsibility. A better student-teacher relations and a more democratic school are by-products. Few committeemen abuse the privileges of their positions. About twenty percent of the entire school participate in the activity—boy and girl participants are nearly equal. Our students and teachers believe whole-heartedly in the system.—**Layton C. Pollock**, Harvey High School, Painesville, Ohio.

A NEW TWIST TO OPEN HOUSE IDEA

The open house idea to acquaint parents with the school's program is not exactly new, but last year during American Education Week we gave it a new twist. We gave parents an opportunity to participate in clubs and other activities as well as in homerooms, classes, and study halls.

On the evening during American Education Week set aside for open house, parents reported promptly at 7:30 p. m. to the homeroom of their boy or girl whose program they intended to follow. During the homeroom period, teachers distributed copies of the school paper and read the daily bulletin from the principal's office.

At the conclusion of the homeroom period, parents passed to a class or study hall as indicated in their individual program card. In classes teachers talked on these points: 1) Goals of the subject. 2) Description of a typical class recitation. 3) Kind and length of homeroom assignments. 4) Type of tests used. 5) Textbooks. 6) Supplementary materials. 7) What parents can do, or should not do, by way of helping pupils with homework assignments. Teachers were given freedom to use their own ingenuity in presenting their subjects. Some followed their informal talks with demonstrations or question periods.

When the activity period came, student leaders were in charge and were prepared to give parents an insight into the work of various clubs, organizations, and activities. They put on a full-dress rehearsal and made the activities both in-

teresting and educational. Many parents went away with a better understanding of activities which some had looked upon as "fads or foolishness."

The oft repeated expression that one learns better "by doing," proved correct at our open house. The parents went away with a better knowledge and appreciation of "the little world of the school."—**Frederick J. Delaney**, Headmaster, Meredith, New Hampshire, High School.

A GIRLS' AUXILIARY FOR BOYS' ATHLETICS

"We, the '21 Club,' do declare ourselves an association to promote a better school spirit and to aid the Boys' Athletic Club." This is the preamble of the girls organization which acts as an auxiliary to the Athletic Association of New Cumberland, Pa., High School.

This Club under the sponsorship of faculty members, carries on many useful activities. Members have charge of the sale of programs and refreshments at all athletic events. It conducts a booth at the high school for the sale of candy, soft drinks, etc.

During the Christmas season the members sold cards, wrapping paper, and seals; and sponsored the White Christmas formal to raise money for buying of the varsity boys' football sweaters.

Because of their loyal service to school and community, the school awards the senior members of the 21 Club gold pins engraved with the name of the organization, at the same time the boys receive their football certificates and letters. These pins are purchased by the Boys' Athletic Association as an appreciation of the work this club has accomplished.

Light blue pedal pushers, navy blue sweaters, white peter-pan dickeys, and white chenille letters have been decided upon as the official uniforms for the 21 Club. The group, which holds regular meetings each Wednesday following the dismissal of school, consists of ten seniors, ten juniors, and one sophomore. Election of new members is held at the beginning of the school year, and new officers are elected soon thereafter.—**Virginia Herman and Patsy Hager**, New Cumberland High School, New Cumberland, Pa.

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CORONATION OF OUR GRID QUEEN

Carlsbad, New Mexico, is located near the world-renowned Carlsbad Caverns, presumably the largest caves in the world. The athletic teams of Carlsbad High School are appropriately called "Cavemen".

Each year the Cavemen of Carlsbad High School chooses, by popular vote, the Gridiron Queen. The candidate receiving the largest number of votes wins the title, and the runner-up becomes Lady-in-waiting. Last year, each class chose four representatives—two boys and two girls—to officiate at the impressive coronation ceremony.

Two heralds, a boy and a girl, dressed in the school colors, led the processional march the entire length of the auditorium and took their respective places on the stage. The boy sounded the trumpet, and the girl, reading from a scroll, announced the arrival of the class representatives—beginning with the freshmen and ending with the seniors. Representatives were termed dukes and duchesses. Girls wore formals in pastel shades, and boys wore their best suits.

The Queen, wearing a white satin robe elaborately designed with sequins, was the last to enter, attended by her Lady-in-waiting. Assisted by the football captain, the Queen ascended the blue and white throne. The captain placed the crown upon her head, and the co-captain presented her with the gilded football.

The herald read the ceremonial service from the scroll. Then followed one of the traditional interludes—the kisses bestowed upon the Queen by the captain and the co-captain in turn.

After paying tribute to the Queen, the dukes and duchesses began the recessional. The Queen with the captain, and the Lady-in-waiting with the co-captain concluded the recessional. The high school band played appropriate ceremonial marches, using for the finale the football song, "Onward Cavemen".

One of our faculty members, Miss Constance Chapman, has for many years planned the coronation with the help of students. With colorful backdrops, a regal throne, and effective lighting, the program is very impressive.—Hazel Melaas, Carlsbad High School, Carlsbad, New Mexico.

SCHOOL PAPER CELEBRATES SIXTIETH YEAR

This year *The Jabberwock*, student newspaper of Girls' Latin School, Boston, Mass., is celebrating its sixtieth year of service to the school. The first number was brought out in February, 1888,

by a group of fourth class girls headed by Abbie Farwell Brown.

The use of the name "Jabberwock" was permitted by its originator, Lewis Carroll. Although it was originally intended that only the highest class should write for it, the editors soon began to accept contributions from other classes as well.

The Jabberwock has been one of the pioneer student publications and is proud of its achievements. From the time of its beginning, the paper grew as rapidly as the school itself and has for many years been a real school paper.

During the year the paper plans a special anniversary issue, staff activities, and an assembly program in recognition of the part which the paper has played in the life of the school. Some of the former editors who have since won distinction in literature will be invited to write special features for the paper and take part in programs.

The staff plans during the year to call attention to many historical facts of interest. For example, Boston was the home of the first high school, as well as the first high school paper, in America. It was also the home of the first public newspaper published in America. There are many other historical facts which *The Jabberwock* regards as part of its heritage which will be given attention during the celebration.

The paper has served as an official record of school activities and educational progress for sixty years. It has supported most of the worthy projects with which the school has been connected. It has served as a means of self-expression of thousands of students.—the staff of *The Jabberwock*, 1948, Girls' Latin School, Boston, Mass.

ROLE OF FIELD TRIPS IN SCIENCE PROGRAM

One of the greatest deficiencies in our science program of today is the lack of study given to the outside application of science, e. g., the industrial world. This year, taking both a biology and industrial chemistry field trip course has given me an appreciation for the practical out-

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side applications of science which, in my opinion, should also be a part of the science program in secondary schools.

Trips to industrial establishments can be arranged for high-school groups, even though many concerns hesitate to permit teen-agers to make visits. Careful planning and supervision of groups who make trips is essential. More can be accomplished with small groups composed of students who are eager to learn and who will co-operate.

Permission to visit a plant should be obtained from the authorities in charge. Students should make the visit with a definite purpose. The instructor should make the necessary contacts to arrange for the trip and should see that it is carried out in such a way as not to interfere with the normal operation of the plant.

Field trips in connection with science courses give students an insight into the use of science in our everyday life. They help to bridge the gap between classroom work and life outside the school. Students see the use to which science is being put in our civilization. They can see employment opportunities in what they are learning in their courses.

At the New Jersey State Teachers College, visits to industrial plants is a definite part of the science program. Future teachers of science who participate in these trips can see the value of the activity to secondary-school pupils. As I expect to teach science in a high school in this locality, I am keeping a record of all the places visited while in college.

Another valuable aid to science is to bring the processes used in industrial plants to the classroom. I have discovered that splendid models have been manufactured by many companies which illustrate, on a laboratory scale, the exact raw materials and processes used in all aspects of the work. More of these models should be posted in science classrooms. In doing this, there are many activities which can be planned to enrich the science program and make science more real and vital to students.—**Frank Ruberto**, Student, State Teachers College, Montclair, N. J.

"THE JUNIOR JOURNAL"

FEATURES ACTIVITIES

Students of an eighth grade class in Bloomfield, New Jersey, Junior High School, are publishing the school newspaper in their English class. Since the school had no newspaper, the idea of publishing one containing current news and feature articles of school activities was eagerly seized by the pupils.

First the students brought community newspapers to class and analyzed the copies for the purpose of determining their individual differences and reasons for their differences. Continuing to use current papers as examples, the parts of a newspaper were discussed. In this part of the work news stories, leads, editorials, features, sports articles, and interviews were checked. Individual pupils used the school library and the public library to find and report to the class on forms and uses of these types of news articles.

Students then began writing news accounts. All stories and editorials were directly related to their own activities and interests in school life. An example of this type was the assignment for writing an interview. Each pupil in the class prepared questions to ask four candidates who were running for the student council. Four pupils were selected to interview these candidates in the presence of the class. The whole class took notes and wrote up the interviews.

All these stories, editorials, and interviews were collected and read each day by an editorial board composed of four students who were chosen daily by the class. The best stories—possibly three or four—were selected and read anonymously to the class. The good points and deficiencies of each article were examined.

After two weeks of intensive study of journalism the ways which a school newspaper would differ from a community newspaper were discussed. This led to the organization of departments needed in publishing a school newspaper. After everyone familiarized himself with these departments and understood what the duties of each would involve, the class was divided at random into five groups of five or six each. Each group selected a chairman and a secretary. The groups suggested members of the class to fill the different positions, such as Editor, Assistant Editor, News Editor, Make-up Editor, Boys' and Girls' Sports Editor, and Feature Editor. Names for the paper were suggested and voted on by the whole class. Group chairmen met and selected the editors.

The new editors conferred with the teachers to select the members of their individual staffs. With the teacher the editors discussed the duties of their workers. As an example

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the procedure involved in making appointments for interviews with teachers or pupils was considered. Each editor instructed his own staff in these details as they arose. Each editor continued to meet frequently to discuss with each other and the teacher any problem that had arisen in their own groups.

Every member of the class had some assignment and responsibility in connection with publishing the paper. Much of the work of reporters was done outside of class and turned in to the editors for perusal. Often stories had to be rewritten before they went to the proof-reader. The editors and make-up staff planned the lay-out of the paper.

The headlines for the first issue of the *Junior Journal* carried the result of the student council election. After mimeographing, copies were distributed to the entire student body. The enthusiastic reception of the first copy gave impetus for the beginning of the next issue of the paper.—**Doris Freiler**, English Department, Bloomfield, New Jersey, Junior High School.

STUDENT COUNCIL HAS A "COOKIE JAR"

Our Student Council at Helena-West Helena, Arkansas, High School has a "cookie jar". This may strike you as being strange, but it is a special kind of cookie jar. Now, whoever heard of a special kind of cookie jar! The one we have does not contain cookies but money.

And here is how the money angle works. Every year students are asked to contribute to various drives, such as Red Cross, March of Dimes, etc. Instead of disrupting school work several times to carry on campaigns to raise money, it was decided to have a general drive and allocate a portion of the money raised to each of the projects. The money collected is set aside as the "Cookie Jar Fund." So that's how the name was originated, a well-filled Cookie Jar Fund for worthy causes!

The Council sponsors a Cookie Jar Campaign in the early part of the year. Everyone becomes as busy as a beaver. Some students make posters to advertise the campaign. A contest between boys and girls is planned to stimulate hard work. Last year the drive lasted about a month and yielded enough money to cover our quota for all the groups which were supported by school contributions.

The Cookie Jar Fund operates somewhat as a community chest fund for our school. It puts student contributions on a business-like basis and consolidates all drives into one. Students

feel that they are doing their part and show a fine spirit of co-operation in making a success of the project. From the general fund, our school contributes to the Red Cross, Salvation Army, Social Service, European Relief, Crippled Children, March of Dimes, Cancer, Tuberculosis, and many other drives have been made.—**Martha Pang**, Helena-West Helena High School, Helena, Arkansas.

HOW WE DO IT IDEAS IN BRIEF

Mathematics Student is published each term by the Math Club of Brooklyn Technical High School Brooklyn, N. Y. This unique magazine contains articles on mathematics and its application. Past issues have discussed such topics as Magic Squares, Platonic Solids, Electricity and the Sine Curve, Number Systems with Bases Other than Ten, Pascal's Triangle, Cyphers, the Mobius Ribbon, and Scientific Notation.

The Magic Club of New Trier Township High School, Winnetka, Ill., is to provide a means of sharing interest in the study and practice of magic and to develop the abilities of members to present successful public entertainments. The club provides professional magazines and aids members in securing engagements to entertain. Meetings at which tricks are presented and discussed are held regularly.


"Modes and Manners" is a book of etiquette, written and edited by a committee of students at Technical High School, Oakland, Calif. It deals with the correct way for a young person to conduct himself at dances, dinners, and at other formal and informal parties. It tells how to dress for various affairs and stresses many things which are important in developing social poise. The illustrations which contribute to its attractiveness were made by the art department.

In 1942 Theodore Roosevelt High School, Chicago, students organized a Public Relations Bureau. Sponsored by Mrs. Lynne Harford, the bureau became somewhat the voice of the student

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body. Today, almost every school in Chicago has a Public Relations Bureau.

Early each year the student council of the Vocational and Technical High School, San Antonio, Texas, sponsors "Hello Day." Members of the council sell small books for the names, addresses, and telephone number of students. The student filling the most books with signatures of friends receives a prize.

Members of the Cinematography Club, Chattanooga, Tenn., High School, take moving pictures of interesting events connected with the school and its activities. These pictures are shown to the student body and at meetings of community civic groups.

Students of Haverford Township High School, Havertown, Pa., believe that the most beneficial project during the school year of 1947-1948 was the weekly Friday night dances. The dances were planned and conducted by students under faculty and parent sponsorship. Students handled successfully all problems which arose and found the parties a wholesome means of recreation. A small admission was charged which, after expenses had been paid, helped to finance many worthy projects.

Arguments Against A Federal World Government

(Continued from page 92)

would join in such a project that would merely use their money and not give them anything of value in return.

Hope seems to spring eternal in the minds of certain visionaries who are willing to give up American freedom for any new idea that may be proposed to maintain world peace. We feel that it is wiser to study the entire proposal before accepting the plan.

IF THEY ANSWER NO!

The members of the affirmative team have stated that they do not feel that a Federal World Government will have any better chance for success than the old League of Nations had. They do not even feel that the plan will be a success if the United States takes membership in the proposal. When they exhibit such a lack of faith in the very plan that they are forced to defend according to the wording of the debate question we fail to see why we should be interested in a Federal World Government.

QUESTION

Are the members of the affirmative team willing to admit that the failure of the League of Nations was probably due to its inability to enforce its own laws and decisions?

IF THEY ANSWER YES!

The affirmative debaters are willing to admit that the failure of the League of Nations was due to its inability to make its own decisions effective. Then they go on and propose a Federal World Government that will be organized much in the same manner as the old League. The point that they have missed is that such a world organization will always be weak because the stronger nations of the world will never be forced to abide by the decisions of the world government. When this is true, we can see that this proposal of a world utopia is just as foolhardy as the last one.

IF THEY ANSWER NO!

The affirmative debaters are not willing to admit that the cause of the failure of the League of Nations was its inability to enforce its own decisions. To prove that they are not correct in their contention, let us look at the attempt of the League to enforce the sanctions against Italy during the aggression in Ethiopia. Even a weak power like Italy was able to defy the decisions made by the League of Nations.

Other examples of the weakness of the League of Nations came when Germany, Japan, and Italy withdrew from the League because they resented some of the decisions that had been made. Certainly no international organization can hope to be a success when members can withdraw at will or when they will not abide by the decisions of the group.

We feel that if the League had been able to enforce some of its decisions in the early 1930's, World War II could have been averted.

(The third of Harold E. Gibson's debate series will appear next month.)

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I Vote For Jim

(Continued from page 94)

created the system of popular vote in the first place, need not be dependent upon this one procedure alone, nor can it be accomplished by this one procedure. High-school students have all read of the witchcraft cases in history, and most of them, if they have taken time to think about it at all, have probably been completely disgusted with the "Poor dumb so-and-so's" who didn't know any better than to torture a fellow just because he had ideas and customs different from the rest. Yet how many timid souls right here in our own democratic American schools sit all shriveled up in the background rather than have their opinions and ideas razed by their own democratic classmates? Surely here is a real opportunity for teaching the spirit of democracy and one that does not use the voting idea at all.

I definitely agree with the articles that are flooding the educational literature that future citizens of a democracy should receive definite training for living in that democracy, but doesn't this training for democracy include a whole lot more than just "I vote for Jim"?

Comedy Cues

BOOKKEEPER

The boss was questioning a prospective bookkeeper: "Of course you understand double entry?"

"Certainly," replied the applicant. "Nothing to it. Fact is that on my last job I used a triple entry system—one set for the boss to show what the real profits were, another set for the stockholders, showing that there was no profit, and a third set for the income tax people, showing a net loss."—*The Kablegram*.

Dear Dad, Gue\$\$ what I need most of. That's right. \$end it along. Be\$t wi\$he\$. Your \$on.

Dear Russ, NOthing ever happens here. We kNOW you like your school. Write us aNOther letter, Jim was asking about you at NOon. NOW we must say goodbye. As ever, Dad.

ONE TOO MANY UMPIRES

An irate baseball enthusiast, who had watched his home team go down in defeat, stopped the

umpire as he was leaving the field.

"Where's your dog?" he commanded.

"Dog?" ejaculated the umpire. "I have no dog."

"Well," said the grouchy one, "you're the first blind man I ever saw who didn't have a dog."

LET'S BE DONE

"If I cut a beefsteak in two," asked the teacher "then cut the halves in two, what do I get?"

"Quarters," answered the boy.

"Good. And then again?"

"Eighths."

"Correct. Again?"

"Sixteenths."

"Exactly. And then?"

"Thirty-seconds."

"And once more?"

"Hamburger!" cried the little boy impatiently.—*The Balance Sheet*.

IGNORANCE

Teacher: "What is ignorance, Tommy?"

Tommy: "Ignorance is when you don't know anything and somebody finds it out."

Versus: The High School Fraternity

(Continued from page 85)

to fear the blackbaling by any students or teachers."

The crux of the situation is the fact that the high school fraternity, no matter what defense it may set up, bases its appeal upon snobbishness, exclusiveness, and secretiveness. The fraternity sets group against group, alienates devotion and school loyalty, carries on much of its work in secret, often has little or no qualified sponsorship and guidance, and therefore has no place in high school life. Legal means have been taken in many states to eliminate this vicious, undemocratic, secret, and selective high school organization. The school boards and the legislators in those states are to be commended for their intelligent actin.

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